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ABSTRACT

This six part document presents the results of Roosevelt University's project to gather information concerning the student population of the College of Education. The purposes of the study include the following: (a) to ascertain the extent to which the College of Education is responsive to urban, social, intellectual and professional needs; (b) to develop appropriate programs, allocate resources, advise students and evaluate program results; and (c) to evaluate long-range effects of the College based on input presently available. Part one describes the purposes of the project and explains the rationale of the study. Part two discusses the instrument utilized in obtaining the data and the methods used in data analysis. Part three presents the results of the study under the following headings: (a) Structural Characteristics of the College of Education; (b) Description of Undergraduate and Graduate Students; (c) Demographic Information; (d) Employment Information; (e) Factors Related to the Selection of Roosevelt University; (f) Open-ended Questions: Suggestions for Aid to Community and Students; and (g) Summary Profiles. Part four discusses the study's conclusions and part 5 gives recommendations on making the suggestions operative. Appendixes include an example of the student information form and a summary of open-ended responses on student information forms. Throughout the document there are tables illustrating the statistical results of the study. (JS)

ED104867

STUDENT CHARACTERISTICS REPORT: FALL, 1973

By Donald J. Cichon

Technical Report

Number 1

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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RESEARCH AND DEVELOPMENT CENTER

COLLEGE OF EDUCATION

ROOSEVELT UNIVERSITY

1974

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FOREWORD

This study was undertaken knowing that it would make substantial contributions toward helping College of Education faculty engage in the difficult tasks associated with program planning and development. The research reported herein was made possible under the provisions of a grant to Roosevelt University by the Spencer Foundation, Chicago, Illinois. Points of view or opinions stated do not, however, necessarily represent the Spencer Foundation policy.

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As with all research, this study would not have been possible without the help and cooperation of a number of people. The formulation and execution of the work included tasks of some magnitude. The following people are acknowledged for the contributions they made: Janice Colbert developed the questionnaire and assisted in data analysis; Dean Robert Koff provided editorial assistance; Robert Panos provided general assistance; Anne Petersen carried out preliminary data analysis; Brigitte Schwarz assisted in various ways as research assistant; Henrietta Schwartz provided editorial comments; Jeff Smith carried out data analysis and prepared a preliminary presentation of the results; Sharon Kaplan and Norman Lewis typed and edited, and typed and edited,.... Very sincere appreciation is expressed to these people.

Donald J. Cichon

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Chapter I

INTRODUCTION AND RATIONALE

In order to meet the research, evaluation and development needs of the College of Education, the Research and Development staff undertook the task of collecting extensive information concerning the student population of the College. The purposes of the undertaking can be explicated by several considerations.

First, consider the missions of the University. In addition to its commitment to the tradition and fundamental values and purposes of higher education in America, Roosevelt University has expressed its educational role as including three elements particularly responsive to urban, social, intellectual and professional needs. These elements are:

1. Creating avenues of upward mobility and the removal of barriers of racial prejudice and of economic deprivation;
2. Providing opportunities for students at all levels to resume an interrupted education;
3. Enabling individuals to prepare themselves for new careers.¹

We wish to ascertain, through the analysis of the student information data, the manner of and the extent to which the College of Education

¹Rolf A. Weil, The President's Annual Report, Roosevelt University 1972-1973.

is promoting the particular elements of the University's mission.

More generally, the College of Education, indeed any educational institution, can be considered an open system. The basic systems paradigm of inputs-process-outputs provides a comprehensive scheme not only for evaluating the actual functions of the system, but also for designing more refined processes based on changing characteristics of the set of inputs over time. One of the major inputs of this system, the College of Education, is the client population. Programs, faculty, and resources must change as this client population changes. Very simply then, to intelligently develop appropriate programs, allocate resources, advise students and evaluate program results, there is the need for a concrete and comprehensive data base describing the student population of the College. The Student Information data presented herein, plus that provided in the College of Education Accreditation Report to the National Council for the Accreditation of Teacher Education, June, 1974, will serve that need.

In conjunction with the role of the Student Information data in the systems paradigm, it can be noted that this data is afforded a direct link with the one aspect of the outputs of the system, the Career Patterns Study (see College of Education Technical Report No. 2, in press). The link is direct in that the information obtained for the present study closely parallels that obtained for the Career Patterns Study. Thus the results, the system outputs, of the College of Education in years past can be computed with the present inputs. Additionally, since the Career Patterns Study will continue into the future, the

present students of the College will be followed up by the collection of comparable information after they graduate. Therefore, some of the long-range effects of the College can be evaluated based on input criteria presently available.

The data analyzed in this report were collected from students enrolled in the College during the Fall, 1973 semester.¹ Thus the primary concern of the analysis is a description of the student population at one point in time, and not directly with aspects of change. It seems reasonable to assume that the present data base will remain relatively stable for some period of time. Since the full project entails the continuing collection and assessment of student information, changes and their implications for program modification and/or development will become apparent as they occur.

¹Data for the student population of the Spring, 1974 semester are presented in the College of Education Accreditation Report to the National Council for the Accreditation of Teacher Education, June, 1974.

Chapter II

METHODS

With the assistance of suggestions from the faculty, the staff developed a Questionnaire (presented in Appendix A) which was intended to elicit the maximum amount of information relevant to the purposes of the project. The Questionnaire was administered to a majority of the students (both undergraduates and graduates) enrolled in Education courses in the Fall, 1973 semester. Forms were distributed by instructors to most classes, but students were not required to complete them. Student Information Forms were not returned from some classes at the extensions and from some part-time faculty members. Of the 192 students enrolled in the College undergraduate division, 112 (58.33%) completed and returned the form; 298 (58.66%) of the students from graduate classes completed and returned the form.¹ Thus, of the total 700 students enrolled in courses in the College, 400 (or 57.17%), returned forms whose information is included in this report. Given those limitations, however, it seems reasonable to assume that the characterizations presented in this Report are modal for the entire student population, although that assumption was not rigorously tested.

The information obtained from the Questionnaire was coded

¹The enrollment figures were obtained from the 1974 NCATE Report, p. 9.

punched onto computer cards and stored on computer tape, with the exception of the open-ended questions, No. 41 - No. 43. For purposes of assisting in advising, all Student Information Forms have been placed in student files. The computerized information was analyzed to the extent of providing basic descriptive statistics from which the bulk of the information presented in Chapter III is drawn.

The responses to questions No. 42 and No. 43 were copied verbatim and compiled into one list of responses for each question. The responses were then grouped by similarity of content and summarized into short statements which were then rank ordered in terms of their frequency of occurrence. The content summarizations with their frequencies, are included in Appendix B, and are discussed in Chapter III.

Chapter III

RESULTS: CHARACTERIZATION OF THE COLLEGE

The results will be presented in three parts. First, the information directly related to programs and other structural characteristics of Roosevelt University is described. Second, the major categories of information are explicated for the undergraduate and graduate student samples. Third, a brief summary profile of the two groups is presented.

Structural Characteristics of the College of Education

The College consists of several program areas reflecting the specializations pursued by the students in each area. Table III, 1 presents the distribution of the student population by program area. Of the undergraduate students sampled, the largest concentration, 28.57%, are training to become elementary school teachers. The number of students preparing to teach in secondary schools and to teach special education are approximately equal, the percentages being 16.07 and 16.96 respectively.

Among the graduate students sampled, it appears that the largest program area is Administration and Supervision, consisting of 39.60% of the sample. In order of size of program area from the present sample, the other substantially large programs and their representative percentages are Vocational Guidance and Counseling, 14.33%;

School Guidance and Counseling, 13.42%; and Elementary Education, 10.40%. As indicated in Table III, 1, the four remaining programs are each composed of less than 7% of the sample.

TABLE III, 1
Distribution of
Student Population by Program Area

B.A.		
Program Area	<u>%</u>	<u>n</u>
Elementary Education	35.16%	32
Special Education (EPH)	20.88%	19
Secondary Education	19.78%	18
Other or no program	8.79%	8
No Answer	15.38%	14
TOTAL	99.99%	91*
M.A.		
Program Area	<u>%</u>	<u>n</u>
Administration & Supervision	41.12%	118
Vocation Guid. & Counseling	14.98%	43
School Guidance & Counseling	13.94%	40
Elementary Education	10.80%	31
Early Childhood Education	6.27%	18
MAT Elem. Teacher Education (grade K - 3)	1.74%	5
MAT Elem. Teacher Education (grade 3 - 8)	3.14%	9
Special Education	2.79%	8
No Answer	5.23%	15
TOTAL	100.1%	287*

*The total n's deviate so much from the general sample size because a number of respondents answered the question by indicating a program area not in their status category (i.e., undergraduates marking a program area from the listing under graduate programs, and vice-versa).

A notion of the length of time the present student population has been at Roosevelt University is obtained from the information in Tables III, 2 and III, 3. Among the graduate students, a slight majority, 55.18%, have been at Roosevelt for four semesters or less, the modal group, 17.79%, being in their first semester. A substantial proportion, 21.48%, however, have been pursuing their degree for five or more semesters. These figures are consistent with information concerning "year of enrollment" in Table III, 3, which indicate that 64.43% of the graduate students enrolled in 1972 or 1973.

Among the undergraduate students the picture changes somewhat. While 16.07% of the undergraduates sampled were in their first semester of enrollment at Roosevelt in the Fall, 1973 semester, the largest concentration (43.74%) of undergraduate students has been at Roosevelt from three to five semesters. A comparison of these facts with the data on "year of enrollment", however, is not perfectly consistent. The modal enrollment year of undergraduates is 1973 with 1972 being the enrollment year of approximately the same number of students.

It is important to note that a great majority of the undergraduate student population sample are transfer students. Of the 107 undergraduates who answered "yes" or "no" to the question of transfer status, 78 (69.64%) indicated that they transferred to Roosevelt from another institution. Of the graduate student sample, only 72 of the 288 respondents (24.16%) had transferred to Roosevelt.

TABLE III, 2
Students' Number of Semesters
at Roosevelt University

No. of Semesters	B.A. Program		M.A. Program	
	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
1	16.07%	18	17.79%	53
2	7.14%	8	10.07%	30
3	16.96%	19	15.10%	45
4	13.39%	15	12.42%	37
5	13.39%	15	7.72%	23
6	5.36%	6	6.04%	18
7 - 9	7.14%	8	8.72%	26
10 or more	6.25%	7	4.70%	14
No Answer	14.29%	16	17.45%	52
TOTALS	99.99%	112	100.01%	298

TABLE III, 3
Students' Year of Enrollment
at Roosevelt University

Year	B.A. Program		M.A. Program	
	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
1964 or under	8.93%	9	2.36%	7
1965 - 1967	1.83%	2	11.82%	35
1970	11.93%	13	4.73%	14
1971	16.51%	18	11.15%	33
1972	29.36%	32	25.34%	75
1973	32.11%	35	39.53%	117
No answer	-0-	-0-	5.07%	15
TOTALS	100.00%	109	100.00%	296

Finally, data on the year degrees are expected are presented in Table III, 4. As of Fall, 1973, the modal year of expected degrees is 1974 for both the undergraduate and graduate students.

TABLE III, 4
Expected Year for Degree

Year	B.A. Program		M.A. Program	
	<u>z</u>	<u>n</u>	<u>z</u>	<u>n</u>
1973	6.25%	7	2.01%	6
1974	41.96%	47	41.28%	123
1975	32.14%	36	27.52%	82
1976	8.93%	10	6.71%	20
1977	1.79%	2	2.01%	6
1978		-0-	0.34%	1
1979		-0-	0.34%	1
No answer	8.93%	10	19.80%	59
TOTALS	100.00%	112	100.01%	298

Description of Undergraduate and Graduate Students

The Student Information Form was composed of five major categories of information, which will serve as the outline of the presentation to follow.

DEMOGRAPHIC INFORMATION

Of the twelve questions asked in the Biographical Information section of the "Form", eight were analyzed for this report. The remaining four concerned address, telephone, maiden name, and social security number, all of which are irrelevant for present purposes.

Sex

The information shown in Table III, 5 indicates that there are considerably more women than men in the College of Education on both the undergraduate and graduate levels. The proportion of women to men is greater for undergraduates than it is for graduate students.

TABLE III, 5
Sexual Composition of the College

Sex	Undergraduate		Graduate	
	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
Female	75.89%	85	60.40%	180
Male	24.11%	27	38.59%	115
No answer		-0-	1.01%	3
TOTALS	100.00%	112	100.00%	298

Age

Both the undergraduate and graduate student groups are composed of quite a range of ages, as can be seen in Table III, 6.¹ The undergraduates have the 19-23 range as their modal age group, with a median in the 24-28 group. The graduate students, by contrast, shift upward slightly in age, with a 24-28 age group mode and a median in the 29-33 age range. It is significant to note that substantial numbers of students in both the undergraduate and graduate groups are older than

¹The ages reported in the Table may be inaccurate within a few months. The year of birth was originally used for the categorical analysis shown. The ages reported were obtained afterwards for the purpose of a more meaningful presentation, and were calculated simply by subtracting the "year of birth" from 1973.

the characteristic "college age."

TABLE III, 6
Year of Birth and
Ages of College of Education Students

Year of Birth	Age	Undergraduate		Graduate	
		<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
1954-1950	19 - 23	39.29%	44	7.38%	22
1949-1945	24 - 28	21.42%	24	30.54%	91
1944-1940	29 - 33	8.92%	10	19.46%	58
1939-1935	34 - 38	10.71%	12	13.09%	39
1934-1930	39 - 43	8.92%	10	11.07%	33
1929-1925	44 - 48	6.25%	7	6.37%	19
1924-1920	49 - 53	{4.46%}	{ 5*	3.02%	9
1920 or earlier	54 and above			2.01%	6
No answer		-0-	-0-	7.05%	21
TOTALS		99.97%	112	99.99%	205

Ethnic Background

The ethnic background data, as presented in Table III, 7, indicate that the undergraduate and graduate student population samples are very similar, with a large percentage (45.54% and 58.72% respectively) in each group being Caucasian.

To say that the student population is predominantly Caucasian, however, presents an incomplete picture, for the proportions of Blacks are 48.21% and 33.56% respectively in the undergraduate and graduate student groups. The remaining ethnic groups comprise a very small percentage of the population sample.

Marital Status

Consistent with age characteristics of the College of Education student population, the information concerning marital status is

*The bracketed figure is representative of the combined response for year of birth ranges, with the percentage computed on this figure.

TABLE III, 7
Racial/Ethnic Composition of the
College of Education

<u>Group</u>	Undergraduate		Graduate	
	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>
White/Caucasian	45.54%	51	58.72%	175
Black/Negro/Afro-American	48.21%	54	33.56%	100
American Indian	0.00%	0	1.01%	3
Oriental	1.79%	2	2.01%	6
Spanish	1.79%	2	1.34%	4
Other	0.00%	0	0.67%	2
No answer	2.68%	3	2.68%	8
TOTALS	100.01%	112	99.99%	298

presented. It is found that 42 (37.50%) of the 112 undergraduates report being married. Of the 298 graduate students, 167 (56.04%) report being married. The remainder of both groups report being single.

Parents' Education

The information concerning parents' education is presented in Table III, 8, and indicates that the students of the College are a diverse group in this respect. Though the modal level of schooling completed was the twelfth grade for both mothers and fathers of both the undergraduate and the graduate students, the distributions of educational level are nearly equal above and below the mode. This result can be seen more clearly in Figures 3, 1 and 3, 2 to hold true for each of the four groupings considered, in that none of the graphs is strongly skewed. [The one possible exception is that of the fathers of the graduate students, whose educational levels are slightly skewed to the left; i.e., there are more of them with educational levels below high school completion than those who have gone beyond high school. But the difference is slight, with ninety (90) not having completed high school versus eighty (80) who have gone beyond.] One final striking characteristic is that more mothers completed high school than did fathers, but more fathers did postgraduate work than did mothers.

Parents' Income

The data concerning parents' income as reported by the students

TABLE III, 8
Educational Levels of Parents of
College of Education Students

Highest year of Schooling Completed	Mother				.	Father				
	B.A.		M.A.			.	B.A.		M.A.	
	%	N	%	N			%	N	%	N
6 or <	5.36%	6	4.36%	13	.	5.36%	6	6.80%	20	
7 - 9	14.29%	16	13.76%	41	.	12.50%	14	16.67%	49	
10 - 11	4.46%	5	9.73%	29	.	9.82%	11	7.14%	21	
12	35.71%	40	30.20%	90	.	23.21%	26	24.49%	72	
13 - 15	12.50%	14	14.77%	44	.	13.39%	15	11.22%	33	
16	9.03%	10	9.06%	27	.	8.93%	10	8.16%	24	
17 or >	2.68%	3	4.70%	14	.	3.57%	4	7.82%	23	
No answer	16.07%	18	13.42%	40	.	23.21%	26	17.69%	52	
TOTALS	100.00%	112	100.00%	298	.	99.99%	112	99.99%	294	

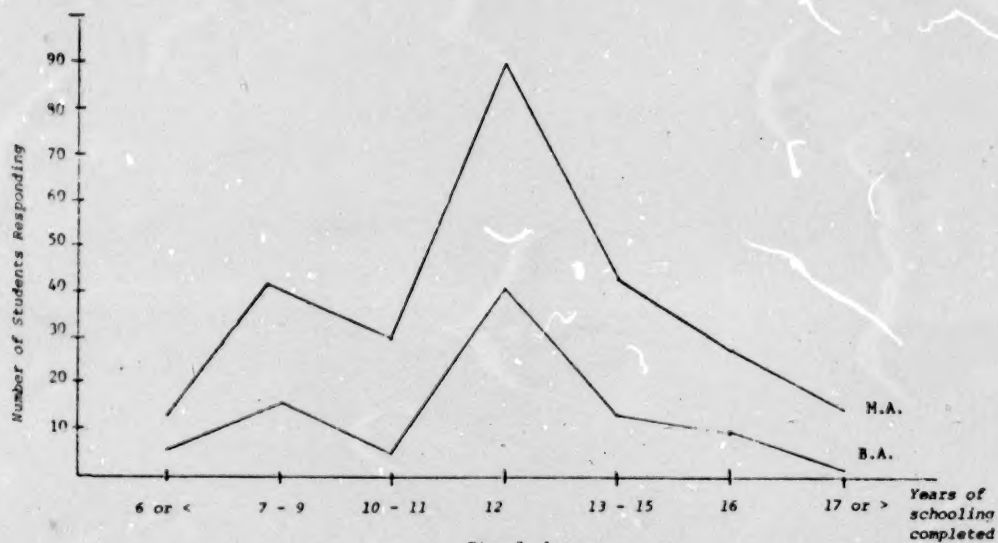


Fig. 3, 1
Graphical Distribution of Educational Level of Mother

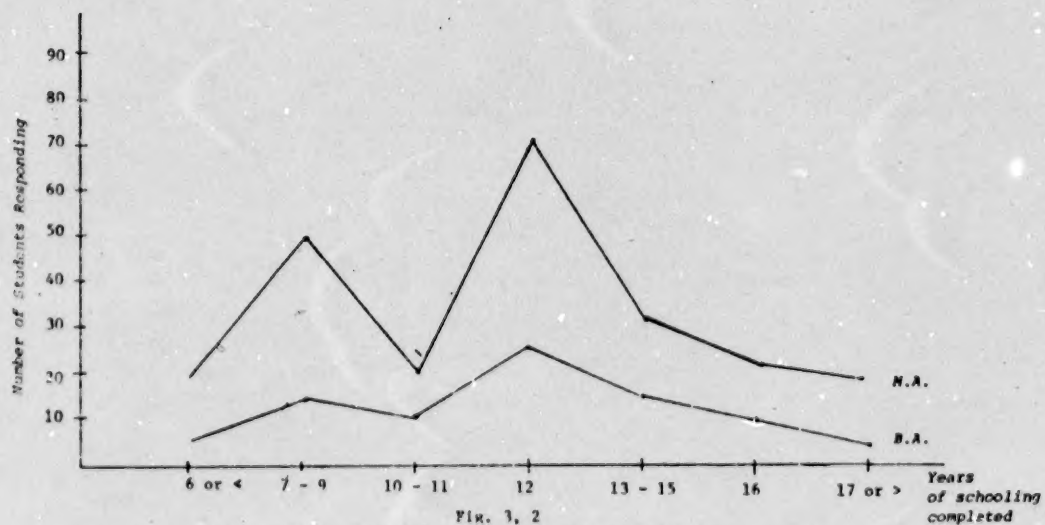


Fig. 3, 2
Graphical Distribution of Education Level of Father

again show diversity, and are presented in Table III, 9.¹ Four characteristics of these data are striking. One, for each of the income categories less than \$25,000, the distributions across income groupings and across program status are very similar. Two, the central tendencies are in the \$10,000 - \$14,999 range for both groups. Three, the trend is slightly higher for graduate students' parents than for undergraduates' parents. And four, the proportion of graduate students reporting parent incomes greater than \$25,000 is more than three times that number for the undergraduates.

TABLE III, 9
Distribution of Levels of Parents' Income
for College of Education Students

Income Level	B.A.		M.A.	
	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
Less than \$5,000	14.29%	16	13.09%	39
\$5,000 - \$9,999	17.86%	20	16.78%	50
\$10,000 - \$14,999	17.86%	20	19.80%	59
\$15,000 - \$24,999	11.61%	13	12.42%	37
Greater than \$25,000	2.68%	3	8.39%	25
No answer		40	29.53%	88
TOTALS		112	100.01%	298

¹These data may be confounded by the fact that the question on the Student Information Form does not specify whether to report parents' combined income, or that of the highest salaried parent only. Since the latter is not an uncommon socioeconomic index, students may well have reported in either manner.

EMPLOYMENT INFORMATION

Of the eight questions asked in this section of the Student Information Form, all but the two requesting the names of schools and employers (for those not employed in Education) are included in this Report.

Extent of Employment

We find first, from Table III, 10, that approximately 59% of the undergraduates and 90% of the graduate students are employed to some extent. As might be expected, some 83% of the graduate students are employed full-time. Of the undergraduates employed, nearly half of them are employed full-time, though these comprise only 26.79% of the total undergraduate samples.

TABLE III, 10

Extent of Employment of
College of Education Students

Employment Status	B.A. Program		M.A. Program	
	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
Full-time	20.79%	30	82.22%	248
Over 10 Hrs/Wk	24.11%	27	4.36%	13
Less than 10 Hrs/Wk	8.04%	9	1.68%	5
Not Employed	<u>41.07%</u>	<u>46</u>	<u>10.74%</u>	<u>32</u>
TOTALS	100.01%	112	100.00%	298

Salaries

College of Education graduate students' earnings (shown in Table III, 11) reveal an almost normal distribution in terms of the \$250 groupings of salaries used, as shown in Figure 3, 3. The modal and median salary range is \$750 - \$999 per month. The distribution is skewed to the right, indicating that more students make monthly salaries above \$1,000 than below \$750.

The undergraduate students earn much less, of course, with the modal group earning less than \$250 per month. It is significant to note, however, that almost one-fourth (22.74%) of the undergraduates do earn \$500 or more monthly, which, as a salary figure, constitutes at least a minimal living wage.

Educational Positions

It should be noted first, from Table III, 11, that while the large majority, 63.09%, of graduate students are currently employed as teachers, there is a significant proportion, 14.19%, who are administrators, counsellors, or who hold other positions such as curriculum consultants and central office personnel. Additionally, approximately 20% of the undergraduates do hold positions in schools as para-professionals, attendance counsellors and teaching aides.

TABLE III, 11

Monthly Salaries of
College of Education Students

Monthly Salaries	B.A. Program		M.A. Program	
	<u>X</u>	<u>N</u>	<u>X</u>	<u>N</u>
Less than \$250	28.18%	31	3.02%	9
\$ 250 - \$ 499	8.18%	9	6.04%	18
\$ 500 - \$ 749	12.73%	14	13.42%	40
\$ 750 - \$ 999	4.55%	5	20.13%	60
\$1,000 - \$1,249	1.82%	2	17.79%	53
\$1,250 - \$1,499	2.73%	3	11.41%	34
\$1,500 - \$1,749	0.00%	0	6.38%	19
\$1,750 - \$1,999	0.00%	0	1.34%	4
\$2,000 or more	0.91%	1	1.68%	5
No answer	40.91%	45	18.79%	56
TOTALS	100.01%	110	100.00%	298

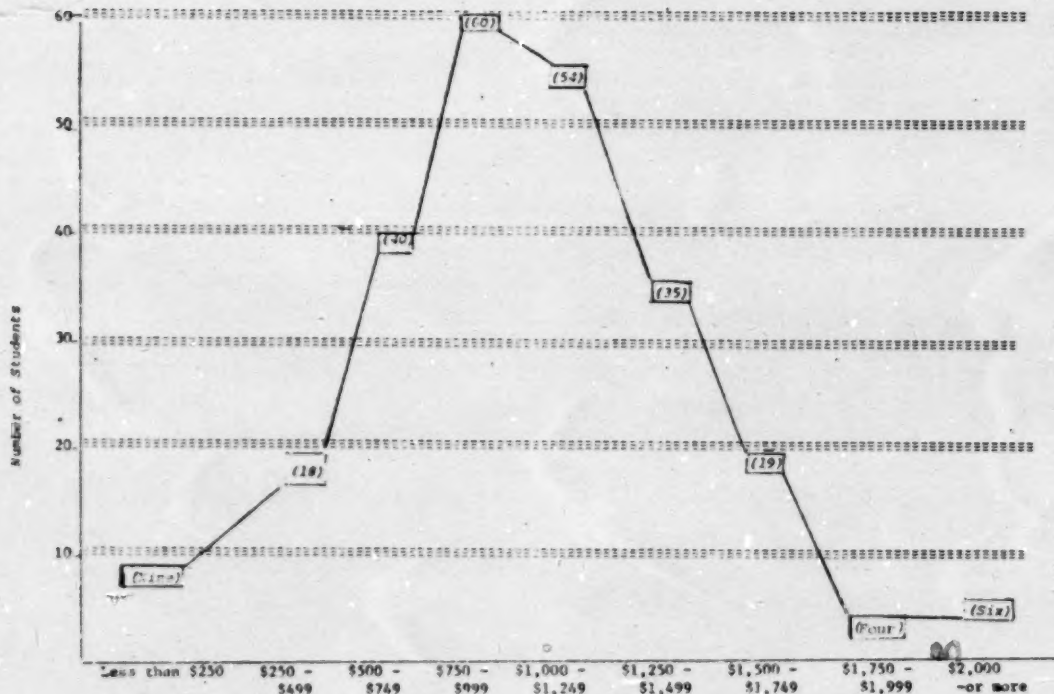


Fig. 3, 3
Monthly Salaries of Graduate Students

Grade Level Association

Since the undergraduates who actually work in education represent a small number, their breakdown by grade levels will not be reported here. The figures for the graduate students are noteworthy, however, especially so in two respects. (See Table III, 12.) First, the bulk of the graduate students (41.95%) work in elementary schools. Second, there are some students (12) enrolled in the graduate programs who teach on the college level.

TABLE III, 12
Educational Positions Held by
College of Education Students

<u>Position</u>	<u>B.A. Program</u>		<u>M.A. Program</u>	
	<u>Z</u>	<u>N</u>	<u>Z</u>	<u>N</u>
Teacher	9.91%	11	63.09%	188
Administrator	0.00%	0	5.03%	15
Guidance Counsellor	0.90%	1	3.36%	10
Other	9.91%	11	5.70%	17
No answer	<u>79.28%</u>	<u>88</u>	<u>22.82%</u>	<u>68</u>
TOTALS	100.00%	111	100.00%	298

Subject Taught

For the same reasons as stated in the foregoing section on Grade Level Association, only the data reported by graduate students will be presented. Table III, 13 indicates the rank ordering, from "most" to "least" frequently reported, of the subjects taught by the sample of graduate students. The data yield information that

indicate that of those teachers who do teach a special subject area (secondary and junior high school teachers, presumably), they do cover the generally expected range of subjects in the schools. The "other" category represents such a large number of students primarily because of the large number of elementary school teachers.

TABLE III, 13

Grade Level Association of
Students' Educational Positions

Level	<u>X</u>	<u>N</u>
Pre-school	4.03%	12
Elementary	41.95%	125
Junior High School	12.42%	37
High School	16.11%	48
Junior College	3.02%	9
Four-Year College or University	1.01%	3
Other	1.34%	4
No answer	<u>20.13%</u>	<u>60</u>
TOTALS	100.01%	298

Length of Service in the Schools

Consistent with the previously stated reasoning, Table III, 14 presents the number of years those graduate students with positions in schools have actually been there. Though a wide range is evident from the Table, it is significant to note that some one-fourth of the graduate students sampled have been working in the schools for ten or more years.

TABLE III, 14

Subjects Taught by
Graduate Students

<u>Subject</u>	<u>%</u>	<u>N</u>
Physical Education	5.37%	16
Social Science	5.03%	15
Mathematics	4.70%	14
English	4.03%	12
Physical/Biological Sciences	3.36%	10
Art/Music	2.68%	8
Shop	1.68%	5
Foreign Language	1.34%	4
Others	<u>37.92%</u>	<u>113</u>
TOTALS	100.00%	298

FACTORS RELATED TO THE SELECTION OF ROOSEVELT UNIVERSITY

The two questions on the Student Information Form concerning reasons for entering Roosevelt University (No. 38) and factors unique to Roosevelt (No. 39)¹ are summarized in this section of the Report. Since each student could check more than one of the responses listed under each of these questions, the percentages in Table III, 15 were obtained by dividing the number of student responses to a response category by the total sample size of that group of students (graduate or undergraduate), and multiplying by 100. Thus, the percentages in each column of Table III, 15 will sum to a figure greater

¹See Appendix B.

than 100%. Note also that the factors are listed in each category in a rank-ordering by frequency of student response.

TABLE III, 15
Length of Service in the Schools
of Graduate Students

<u>Number of Years</u>	<u>X</u>	<u>N</u>
1 - 2	11.41%	34
3 - 5	20.81%	62
6 - 10	20.81%	62
10 or more	25.50%	76
No answer	<u>21.48%</u>	<u>64</u>
TOTALS	100.01%	298

From Table III, 16, it is evident that the factors of location, transportation accessibility and course schedule convenience are the most important considerations for College of Education undergraduates for both original entrance and present perceptions of Roosevelt's uniqueness. The next most frequently listed group of responses are more academic and social: reputation, program of interest, recommendation by friends or instructors, and faculty-student rapport. It seems additionally significant, however, that nearly one-third of the undergraduates entered Roosevelt in order to be able to continue to work while earning their degree, and one-fourth of them consider this a unique characteristic of Roosevelt's program. Though the College of Education contains a large percentage of minority students, only 21.43% consider the minority admissions policy

unique to Roosevelt.

TABLE III, 16
Factors Related to the
Selection of Roosevelt University

Undergraduates (N=112)			
Reasons for Entering Roosevelt University	%	Uniqueness of Roosevelt University	%
Location of Roosevelt University	78.57%	Accessibility to Public Transportation	53.37%
Accessibility to Public Transportation	65.18%	Location of Roosevelt University	47.32%
Reputation	61.61%	Course Schedule Convenience	40.18%
Recommended by a Friend	43.75%	Program of Interest	33.04%
Program of Interest	34.82%	Earn Degree and Work	25.00%
Recommended by an Instructor	33.04%	Minority Admissions Policy	21.43%
Earn Degree and Work	32.14%	Other	8.93%
Faculty Contact	14.29%		
Other	14.29%		

For the graduate students (see Table III, 17) the reasons and perceptions change somewhat in that "pragmatic" factors play a much larger role. Roosevelt's location, course schedule convenience, concomitant work and pursuit of degree, and transportation accessibility rank as the top four factors in both the "Reasons for Entering" and perceptions of "Uniqueness" categories. Programs of interest, reputation, recommendations and rapport follow discretely (i.e., none of these are interspersed with the "pragmatic" factors as they were for the undergraduates). This finding almost necessarily follows

because of the employment characteristics of the graduate students, as indicated previously.

TABLE III, 17
Factors Related to the
Selection of Roosevelt University

Graduate Students (N=298)			
Reasons for Entering Roosevelt University	%	Uniqueness of Roosevelt University	%
Location of Roosevelt University	73.83%	Course Schedule Convenience	63.76%
Course Schedule Convenience	73.49%	Earn Degree and Work	53.36%
Earn Degree and Work	66.11%	Location of Roosevelt University	42.62%
Accessibility to Public Transportation	51.68%	Accessibility of Public Transportation	40.94%
Program of Interest	42.62%	Program of Interest	35.23%
Recommended by a Friend	39.93%	Faculty-Student Rapport	32.55%
Reputation	38.59%	Minority Admissions Policy	13.76%
Recommended by an Instructor	21.14%	Other	1.34%
Faculty Contact	12.75%		
Other	5.37%		

EVALUATION OF THE COLLEGE OF EDUCATION PROGRAMS

From the students' point of view, the College of Education is delivering or doing its job well if its teaching, course relevance, and advising are at least satisfactory. Despite the extremely pragmatic orientation of the factors related to the selection of Roosevelt University, as noted earlier in this report, students value

TABLE III, 18
Student Ratings of Program

RATING	Quality of Teaching						Relevance of Courses						Quality of Advising					
	B.A.			M.A.			B.A.			M.A.			B.A.			M.A.		
	Z	N	%	Z	N	%	Z	N	%	Z	N	%	Z	N	%	Z	N	%
Five	28.57%	32	29.19%	87			31.25%	35	36.91%	110			18.75%	21	36.91%	110		
Four	33.93%	38	35.57%	106			25.89%	29	25.17%	75			23.21%	26	25.50%	76		
Three	13.39%	15	17.79%	53			16.96%	19	19.13%	57			17.86%	20	17.11%	51		
Two	3.57%	4	3.36%	10			6.25%	7	6.04%	18			9.82%	11	5.37%	16		
One	2.68%	3	1.68%	5			2.62%	3	0.67%	2			9.82%	11	2.68%	8		
No answer	17.86%	20	12.42%	37			16.96%	19	12.08%	36			20.54%	23	12.42%	37		

(The RATING area is based on a qualitative scale, Five equalling high, decreasing to One as low.)

the worth of these three delivery systems, as is evidenced by the data in Table III, 18.

Both undergraduate and graduate students rate the quality of teaching, the relevance of their courses, and the quality of advising very high. The central tendencies of the ratings in all six cases are 4 or 5 on a 5-point scale. And all but a small number of the distributions are in the top three-fifths of the scale.

OPEN-ENDED QUESTIONS: SUGGESTIONS FOR AID TO COMMUNITY AND STUDENTS

One of the purposes of the Student Information Form was to gather information which could lead to an evaluation of the College in terms of the needs of students and of the community. The data submitted by students in response to items on the form were analyzed with that purpose in mind. But in order to allow for the expression of ideas that did not appear on the form, and for the expansion or elucidation of a judgement already expressed, essay questions were placed on the last page of the form.¹ The questions asked were, "How do you think the services of the College of Education could be further extended to the community?" and "How do you think the College of Education could further aid you in your work?"

The method of transcription and categorization of this information was described in the section on determinant factors of selecting Roosevelt University, reported earlier.

¹See Appendix A, Student Information Form.

A complete list of those responses and their frequency of occurrence appears in Appendix B.

Frequency of Responses to Open-Ended Questions' Results

The most frequent results are summarized below:

Extension of Services to the Community

Four categories of suggestions for improving "service" to the community were equally and most frequently mentioned by students.

(Thirteen students mentioned each.)

- ... Course variety in both content and time should be expanded.
- ... Child care services to Roosevelt students and staff were suggested, as well as a laboratory school for practice teaching and observation.
- ... Programs should receive wider publicity.
- ... And finally, student contact with non-academic community service personnel was suggested.

In conjunction with the "courses" suggestions above, eleven students also indicated that they would like to see extension course offerings at more locations throughout the city.

Aid to Students' Work

The responses to this question were more numerous and more diverse than those to the community service question. These centered on practical innovations which ranged from individual requests for changes in class scheduling to ideas of students' participation in decisions in the College.

Again, students showed their desire for more and better experiential training in the art of teaching. They indicated a desire for more consultation and feedback from the guidance staff and faculty, and follow-up when they leave school and enter the field as teachers.

Many indicated a need for placement services by the College. The overall economic situation was also reflected by many requests for more financial aid to students or a lowering of the tuition.

SUMMARY PROFILES

The Undergraduate Students

Over three-fourths of the undergraduate students sampled were female. The majority (55.04%) are enrolled in Elementary or Special Education Program Areas. Though the central age group is between 19 and 28 years of age, a substantial number of students are between 29 and 50 years of age. Roughly 94% of this group is divided almost equally between Blacks and Caucasians. More than one-half of the sampled students report that at least one parent completed less than a high school education, indicating that these students are exceeding the educational level of their parents.

Of the 97 students reporting their parents' income, 56 report it at less than \$15,000 per year, and one-half of the students (36) report it at less than \$10,000. A substantial proportion (58.93%) of undergraduate students are employed, with over one-fourth employed full-time. Their reasons for selecting Roosevelt center around convenience factors, though reputation and recommendations by others

were often reported. These students rate the quality of the College of Education programs very highly.

The Graduate Students

Of the 298 graduate students sampled, slightly more than 60% were women. The largest program area of graduate student enrollment is Administration and Supervision (41.12%), though some 29% of the students are in the Guidance and Counselling programs. The central age group is between 24 and 33, but, as for the undergraduate sample, the age range extends at least into the 50's, again in substantial proportions. The racial composition of the graduate student sample is 58.72% Caucasian, 33.56% Black, and small percentages of various other minority groups. At least two-thirds of this group are exceeding the educational level of their parents. As was the case for the undergraduate students, the bulk of the parents of these graduate students had incomes less than \$15,000 (70.48%) and \$10,000 (42.38%).

Nearly all of the students are employed full-time in schools. Though most are teachers (63.09%), many are administrators, counsellors, curriculum consultants, and central office personnel. Almost half work in elementary schools. Some work in colleges (4.03%). The salaries earned by these students is largely in the \$750 - \$1,000 per month range. This group is extremely pragmatic in their reasons for entering Roosevelt, though they do value highly (by program ratings) the quality of the teaching, course relevance and advising.

Chapter IV

CONCLUSIONS

The foregoing presentation indicates, as a general characterization, that College of Education students are rather atypical in several respects. They are drawn largely from racial and ethnic minorities. The age ranges of the students are substantially higher than the typical post-teen college population. Consistent with that fact, most graduate students and a substantial proportion of undergraduates are employed full-time, and largely so in professional positions. There is an extremely pragmatic orientation to their conception of study, as inferred from the characteristics described above and evidenced in students' reasons for attending Roosevelt.

This atypical characterization should serve to give specific directions for curricular programs, both in terms of their formal organization and in instructional methods and materials. An "ivory tower of academe" framework seems inappropriate in this College as a philosophical orientation and concomitantly as a program content emphasis. Rather, social action and improvement of practice of and for professionals in educational settings would seem to be viable guidelines. Course materials and processes should capitalize on the experiences peculiar to the groups represented. More specific guidelines and programs are needed, of course, and can be developed only by program area staffs.

The role of institutions of higher education in serving a stu-

dent body with such characteristics and needs may currently require some reformulation, and the College of Education at Roosevelt may be in a position to make a significant contribution to that reformulation.

Conclusions also obtain in a second area, in that one of the stated purposes of this study was to ascertain the manner and extent to which the College of Education is promoting the particular elements of the University's mission as delineated on page one of this Report. The data gathered from the Student Information Forms do indeed shed light on some of those elements.

The first element is that of "creating avenues of upward mobility and the removal of barriers of racial prejudice and of economic deprivation." It has been indicated that 48.21% of the undergraduates sampled and 33.56% of the graduate students sampled are Black. Thus Blacks represent a majority of the undergraduate student population (45.54% are Caucasian) and a substantial proportion of the graduate students. This can be taken as an indication of removing barriers of racial prejudice in that a substantial number of members of a racial minority from the general population are being prepared for professional roles in society.

The removal of barriers to economic deprivation and the creation of avenues of upward mobility are interrelated. Evidence for the promotion of these goals is taken from the data concerning "educational level of parents." From Table III, 9, over 80% of the undergraduates are exceeding the educational level of at least

one parent, and at least 65% of the graduate students are doing so. Upward mobility is in process in the College of Education, as judged by rising educational levels across one generation. It is presumed that economic progress is made concomitantly with this rise.

The University wishes, second, to provide "opportunities for students at all levels to resume an interrupted education." Considering that the age ranges of College of Education students are not in the typical post-teen range, that substantial numbers range into the fiftieth year, this fact is fairly direct evidence that the second goal is supported.

There is direct evidence that the College of Education is "enabling individuals to prepare themselves for new careers." First, the College is a profession-oriented preparation program. Therefore all undergraduates are training for a new career. Second, while some 82% of the graduate students who indicated holding an educational position reported that they are teachers (Table III, 11), 80.04% of them are enrolled in Administration and Supervision or Guidance and Counselling programs. Thus, the evidence supports the contention that both graduate and undergraduate students are preparing for new careers.

In summary, the data support the contention that the College of Education is promoting the goals of Roosevelt University. Further, what now exists, as presented in Chapter III, is a set of baseline data which can be used to determine more precisely the extent to which the College is promoting those goals.

Chapter V

RECOMMENDATIONS

A brief discussion of the "systems" framework surrounding the Student Information Study has been introduced in this Report. The actual application of the ideas presented there has only barely begun with the foregoing presentation. What follows are some general recommendations to make these ideas "operative."

Recommendations obtain to two groups: the Research and Development Center and the general College of Education faculty. Appropriate to the R. & D. group, it should be the responsibility of the Director of R. & D. to see that one staff member operates an on-going collection, analysis and reporting system. Specifically, this staff member would see that pertinent information from incoming students' application forms be coded and stored in computer facilities. At some point before each Fall semester, the data must be summarized and compared with baseline data from previous years. If changes are found to occur on any of the variables, these are to be noted in a report which should be published for faculty and administrative attention. Not only should dramatic changes from one year to the next be reported, but also the slight yearly changes which produce a trend over a period of three or more years.

Secondly, two more extensive studies are recommended to the R. & D. staff. In one, relevant comparisons between the Student Infor-

mation characteristics and the Career Patterns Study should be identified, analyzed and reported. In the other, the policy implications of the results presented above should be explored. It is possible that some consultation with an expert in such matters may be needed to derive the optimum benefit from the data. The policy implications resulting from such a study should be reported to faculty and administration.

Recommendations pertaining to the College of Education faculty are, at this state, in the form of a request. The Research and Development staff wishes to solicit reactions to this report, in the form of answers to the question, "Which results seem most interesting, relevant to program evaluation and planning, or in need of further analysis?". The teaching faculty members are most intimately involved with the students and with the operation and planning of programs. It is therefore intended that they be significant recipients of this information as well as suppliers of valuable feedback on the potential uses of the results of such a study.

Chapter VI

APPENDICES

LIST OF APPENDICES

- A. STUDENT INFORMATION FORM
- B. SUMMARY OF OPEN-ENDED RESPONSES ON STUDENT INFORMATION FORM

APPENDIX A

Student Information Form

APPENDIX A

Student Information Form

ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

Dear Roosevelt University College of Education Student:

In September, 1972, the Department of Education became the College of Education. As Dean of the new College, I want to invite you to participate in a study we are making to determine how well we are meeting the needs of our students and preparing you for a career in education. Your answers will also be valuable to us in planning new academic programs in education and related fields.

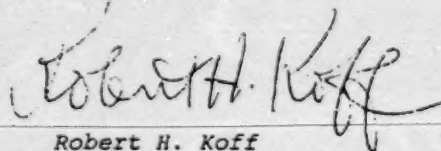
Will you please complete the attached questionnaire and return it to us as soon as possible?

Your responses will be kept completely confidential. The information we receive is important to us. Thank you in advance for your cooperation.

If you have any questions about the questionnaire, please feel free to let me hear from you.

With all best wishes.

Cordially,



Robert H. Koff
Dean

(Continued)

STUDENT INFORMATION FORM

I. Biographical Information

1. Name _____
(last name) (m.i.) (first name)
2. Address _____
(street address) (city, state) (zip)
3. Sex _____ Male _____ Female 4. _____
(telephone)
5. Birthdate _____
(month) (day) (year)
6. Ethnic background (check one) _____ Black/Negro/Afro-American
_____ Native American (American Indian)
_____ Oriental
_____ Spanish surnamed
_____ White/Caucasian
_____ Other (specify) _____
7. Marital status _____ Single _____ Married
8. U.S. citizen _____ No _____ Yes
9. Number of years of education of your Mother _____ Father _____
10. Parents' average yearly income
_____ Less than \$5,000
_____ \$ 5,000 - \$ 9,999
_____ \$10,000 - \$14,999
_____ \$15,000 - \$25,000
_____ Above \$25,000
11. Maiden name (if used at Roosevelt University) _____
12. Social security number _____

(Continued)

II. Employment

13. Are you presently employed? ☐ No ☐ Yes
If yes, please check the appropriate items:
☐ Full-time
☐ Part-time, more than 10 hrs./wk.
☐ Part-time, less than 10 hrs./wk.
14. What is your monthly salary?
☐ less than \$100
☐ \$100 to \$249
☐ \$250 to \$499
☐ \$500 to \$749
☐ \$750 to \$999
☐ \$1,000 to \$1,249
☐ \$1,250 to \$1,499
☐ \$1,500 to \$1,749
☐ \$1,750 to \$2,000
☐ over \$2,000
15. If you are not employed in the field of education, please list the following:
Employer _____
Position _____
16. If you are employed in the field of education, please indicate your position.
☐ Teacher
☐ Administrator
☐ Guidance Counselor
☐ Other (specify) _____
17. With which grade level is your work associated?
☐ Pre-school
☐ Elementary school
☐ Junior high or middle school
☐ High school
☐ Junior or community college
☐ Four-year college or university
18. If you are a teacher, what subject(s) do you teach?
☐ Physical sciences ☐ Foreign language
☐ Social sciences ☐ Physical education
☐ Mathematics ☐ Home economics
☐ Art or Music ☐ Industrial arts
☐ English ☐ Religion
☐ Other _____
19. Name of your school _____
20. How many years of public school or state approved non-public school work (teaching, etc.) do you have?
☐ 1 to 2 ☐ 6 to 10
☐ 3 to 5 ☐ more than 10

111. Roosevelt University Record

21. What type of degree are you working for?

☐ B.A. in Education☐ B.A. not in Ed. with Ed. minor (indicate major _____)☐ M.A. in Education

22. What program are you in?

Graduate Programs☐ Super. & Admin.☐ School Guid. & Coun.☐ Voc. Guid. & Coun.☐ Special Ed.☐ Early Childhood Ed.☐ Elem. Ed.☐ MAT Elem. Teach. Ed. (K-3)☐ MAT Elem. Teach. Ed. (3-8)Undergraduate Programs☐ K - P☐ Elem. Ed.☐ Secondary Ed.☐ Special Ed. (EMH)☐ Other or no program

23. Did you transfer into Roosevelt University from another institution?

☐ No☐ Yes

24. How many semester hours of credit have you earned, including this semester, toward your degree? _____

25. How many of these were transfer hours accepted by Roosevelt? _____

26. Please list all secondary and post-secondary schools you have attended other than Roosevelt University.

	Institution	City & State	Dates	Degrees	Major
Secondary	_____	_____	_____	_____	_____
Jun. Col.	_____	_____	_____	_____	_____
Undergrad	_____	_____	_____	_____	_____
Graduate	_____	_____	_____	_____	_____

27. When did you first enroll at Roosevelt University? _____ 19____
Fall Spr. Sum.

28. How many semesters have you been enrolled at Roosevelt University? _____

29. When do you expect to receive your degree? _____ 19____
Fall Spr. Sum.

30. Please list all courses in which you are registered at Roosevelt University this semester.

	Department	Course#	Section	Credit (in semester hours)
Course #1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

30. cont.

5.

6.

7.

31. Please indicate the sources and amounts of financial aid that you are receiving this semester, toward your tuition. Estimate.

<u>Source</u>	<u>% of total</u>
Scholarship	_____
Fellowship	_____
Grant	_____
Work Study	_____
Graduate Assistantship	_____
Loan	_____
Tuition paid by employer	_____
Tuition waived, R.U. employee and family	_____
Parents	_____
Self	_____
Other (specify _____)	_____
Total	100 %

32. What is your advisor's name? _____

IV. Course Offerings and Miscellany

33. Would you attend classes if they were offered on

- ☐ Friday evenings
☐ Saturday mornings
☐ Saturday afternoons
☐ Sunday mornings
☐ Sunday afternoons

34. Please indicate the day or days and times which would be most convenient for you to attend classes.

35. Please indicate the day or days and times which would be most convenient for you to attend classes.

36. On the average, how often do you use the University library in conjunction with your coursework?

- ☐ rarely, if ever ☐ 1-3 hrs./wk. ☐ 4-6 hrs/wk
☐ 7-9 hrs/wk ☐ 10-15 hrs/wk ☐ more than 15 hrs/wk

(Continued)

37. How could the Resource and Curriculum Center be modified to better meet your needs (e.g. different hours, etc.)?

V. Evaluation of the Roosevelt University College of Education

38. Please check as many statements as you feel correspond to important reasons for your entering Roosevelt University.

- ☐ Reputation of the University
☐ Location of the University
☐ Accessibility of the University (through public transportation)
☐ Recommended by a former instructor (teacher, principal, guidance counselor, etc.)
☐ Recommended by a friend or relative who attends or attended R.U.
☐ Ability to take courses at convenient times
☐ Program allowed getting a degree without quitting present employment
☐ Contact with Roosevelt faculty or staff
☐ Specific program of interest being offered
☐ Other (please specify below)

39. Which factor(s) do you believe are unique to Roosevelt University that enabled you to further your post-secondary education?

- ☐ Location in an urban setting
☐ Admissions policy concerning minority students
☐ Ability to take courses at convenient times
☐ Accessibility of the University (through public transportation)
☐ Program allowed getting a degree without quitting present employment
☐ Personal rapport between faculty and students
☐ Specific program of interest being offered
☐ Other (please specify below)

40. In light of your personal experience in the Roosevelt University Education program, how would you rate each of these areas on a 1 to 5 scale, 1 being not satisfactory at all and 5 being highly satisfactory.

- ☐ Relevance of courses to your vocational goals
☐ Quality of teaching
☐ Quality of advising

41. What do you consider the major purpose(s) of the College of Education?

41. cont.

42. How do you think the services of the College of Education could be further extended to the community?

43. How do you think the College of Education could further aid you in your work?

APPENDIX B

Summary of Open-Ended Responses on
Student Information Form

APPENDIX B

SUMMARY OF OPEN-ENDED RESPONSES ON STUDENT INFORMATION FORM

Times Mentioned n=93	Services of Roosevelt University -- Serve the Community
13	Greater variety of courses, made available at more times
13	Lab school for observation and practice teaching, child-care services to students and staff of Roosevelt.
13	Publicize programs more
13	Academic linkage to communities through: Community services personnel talking to students; Educational Opportunities Program; Community workshops for parents; Free courses to those over 65.
11	Extension courses offered at locations throughout the city, more courses at Great Lakes
7	Practicum/Internship set-up. Students getting practical experience by tutoring, counseling children, working in day care centers, half-way homes, orphanages, hospitals, and visiting and studying both urban and suburban schools
4	Lower tuition -- extend more financial aid
4	Make library/materials center better, more available to the community
2	Recruit minorities
2	Establish Counseling Center
1	Ph.D. program
1	Placement Service for graduates
6	Suggested courses: Adult education -- High School diploma workshops rather than courses course for parents to help understand children bilingual education marriage counseling remedial clinics in basic disciplines
3	Doing a great job already

(Continued)

Times Mentioned n=123	Aid You in Your Work
20	Train students in the practical art of teaching -more relevant course work -more practical work in classroom situations -create more contact with professionals in the field -expose to varieties of school situations
10	Placement service for graduates
9	Improve Guidance and Counseling program -a complete program in Guidance and Counseling at Great Lakes extension -place more emphasis on Guidance and Counseling outside the school setting, e.g., geared to persons in industry institutions and organizations, blind rehabilitation, emotionally disturbed
7	Lower tuition - more financial aid
7	Better library -more and better materials -complete library at Great Lakes extension -agreements with other libraries -materials center open on weekends
5	Let students participate in deciding on required courses for degrees, course content, and screening process
5	Better and more accessible guidance from counselors at Roosevelt and at more frequent intervals
4	Alumni follow-up. Disseminate new ideas in education to graduates, counsel for first three years
4	Set up courses/programs (suggestions) -M.A. in reading -M.A. in art education -psychology for high school teachers -broaden program in special education to include blind, deaf, physically handicapped, etc. -post-graduate in-service on methods of teaching

(Continued)

Times Mentioned n=123	Aid You in Your Work
4	Offer a Ph.D. program
3	More competent instructors
2	Offer more credit for on-the-job experience and award proficiency credits for life-experience
1	Tutorial help - reading, math skills, English
1	More private space for practicum students to coun- sel their clients
1	Carry over registration
1	Let education students be counseled by experienced teachers
4	Miscellaneous - unclassifiable
8	You're doing a good job
27	Changes in scheduling
8	more courses in summer
3	more courses
2	courses to develop person-not only education courses
2	more weekend classes, especially on Sundays
2	more evening courses
1	two hour courses are too long
1	reduce class size
1	make it possible to get teacher certification by attending evening classes only
1	offer suburban extension courses
1	set up classes with concern for the Illinois Central train schedule
1	plan class schedules further ahead of time
1	schedule classes so scholarship students, who have only a certain number of semesters to complete their degree, can do so
3	miscellaneous changes